



BHAVAN'S TRIPURA COLLEGE OF TEACHER EDUCATION

Recognized by N.C.T.E & Affiliated to Tripura University (A Central University)

UGC recognition under section 2(f) & 12 (B) of UGC Act, 1956

P.O.-Bimangarh (Narsingarh), Agartala, West Tripura, Pin-799015

**In-house revised B.Ed Curriculum
2017-2019**

Semester-1

C1: CHILD and GROWING UP MARKS (Theory: 100 Practicum:25)

Course objectives:

After the completion of the course the trainee- teacher will be able: -

- To appreciate the role of educational psychology in teaching
- To understand the salient features and problems of growth and development during childhood to adolescence.
- To acquire knowledge on different stages of development with its multidimensional aspects.
- To analyze the characteristics of development of children from different socio-cultural and political background.
- To examine the impact of urbanization and economic change on the development of adolescents.
- To critically analyze the impact of different agencies on child development.
- To understand the significance of gender, caste, social class and their influence on children.
- To develop the ability to apply the knowledge provided by Educational Psychology to classroom problems of various kinds.

Unit – 1

- Growth and Development – meaning, nature, characteristics.
- Principles and Theories of Development with special reference to Piaget (Cognitive development), Kohlberg (Moral and pre social development) and Vygotsky (Constructivism).

Unit – 2

- Stages of Development- infancy, childhood and adolescence.
- Childhood and Adolescence - basic characteristics, developmental nature related to physical, mental, moral, social aspects.

Unit – 3

- Childhood with diverse contexts – issues related to marginalization childhood characteristics of children in slum areas, girl children in urban slum area, dalit children and exceptional children.
- Developmental characteristics of children from different socio-cultural and political background; problems of development faced by backwards and minority children with special reference to Tripura.

Unit – 4

- Adolescents with various cultural backgrounds; role of media highlighting events for developments of thought; Impact of agencies on child development – family, school, neighborhood and community.

Unit – 5

- Experiences in childhood and adolescence – significance of gender, caste and social class and their influence on children; defining the role of parents and teachers in adolescence.
- Individual differences; nature, causes; understanding differences based on diversity of language, caste, gender, community, religion etc.

Engagement with field/practicum

Any one of the following:

- Observation of various age group children
- List down maladjusted behavior of adolescents (interview and case study)
- Development of question bank
- Observation on deviant children
- Any Topic related to course/paper

Activities:

- ❖ Assignment
- ❖ Report
- ❖ Classroom presentation

Mode of transaction: -Lecture, Discussion, Case Study, Experiments, Problem solving, Audio-Video.

Suggested Reading:

- Kundu C.L. and Tutto D, N. (1993): Educational Psychology, Sterling Publishers Pvt. Ltd.
- Dr. Sujit Paul, Rakheebrita Biswas, Dr. Pranab Krishna Chanda –“Childhood and Growing up”- Aaheli Publishers
- Psychology, New Delhi, Wiley Eastern Limited
- Prof. Girish Pachauri – “Childhood and Growing up”- R Lall Publishers
- Dr. Suresh Bhatnagar, Dr. Shivani Nigam, Dr. Yeasmin Sultana- “Childhood and growing up”- R Lall Publication

Semester-1

C2: CONTEMPORARY INDIA and EDUCATION MARKS (Theory: 100 Practicum:25)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand the concept and aims of Education
- To develop understanding about the social realities of Indian Society and its impact on education
- To learn the concepts of social change and social transformation in relation to education
- To know the different values enshrined in the constitution of India and its impact on education
- To identify the contemporary issues in education and its educational implications
- To understand the historical developments in policy framework related to education

Unit – 1

- Social Diversity- meaning, features of social diversity
- Diversity at different levels- individuals, regions, languages, religions, castes, tribes nature;

Unit – 2

- Indian Constitution and Education- Acquaintance with the Preamble, Fundamental Rights, Fundamental Duties of Citizens and Directive Principles of State Policies; relationship between Constitution and Education.
- Constitutional values and education

Unit – 3

- Policies in Education – Discussion on different policies of education; NPE- 1968, 1986, 1990.
- Shaping of School education and education policies.

Unit – 4

- Contemporary issues and policies – Discussions on RTI Act, 2009, SSA, RMSA; thrust towards enrolling and retaining marginalized children; role of teacher in the context of universal and inclusive education.
- Radhakrishnan Commission, Mudaliar Commission, Kothari Commission – Recommendations and their implementations.

Unit – 5

- Language Policy and Education – committees worked for setting language policies in India since Independence; current research on multi-lingual education; medium of schooling and debates thereon.
- Education Planning and management
- Educational Planning
- Institutional Planning
- Leadership
- Administrative structure of Secondary Education
- Quality Management
- Supervision

Engagement with field/practicum

Any one of the following:

- Study the impact of RTE on school
- Visit vocational institute to make report
- Instructional material for inculcation of values

- Any topic related to course/paper

Activities:-

- ❖ Assignment
- ❖ Report
- ❖ Classroom presentation

Mode of transaction: - Lecture , Discussion, Assignments.

Suggested Reading:

- R.P. Pathak -“Philosophical and Sociological Foundation of Education”- Kanishka Publishers (New Delhi)
- Prof. (Dr) Birbal Saha, Dr. Gautam Saha, Dr. Rudra Prasad Sinha, (Edited by MitaBaneerjee) – “Contemporary India and Education”- Aaheli Publishers
- Dr. G.Singaraveln – “Education in Contemporary India”- Neelkamal Publications Pvt. Ltd.
- Dr. Mohammad Afser Ali –“Contemporary India and Education”- Desh Publication
- Pro. Dr. Birbal Saha, Avijit Pandit, Dr. Gautam Saha, Dr. Rudra Prasad Sinha – “Contemporary India and Education”- Aaheli Publication

Semester-1

C4: LANGUAGE ACROSS THE CURRICULUM MARKS (Theory: 50 Practicum: 50)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand nature, function and role of language across the curriculum
- To acquaint with obstacles in language usage while using the language and ways to overcome them.
- To understand the importance and use of first and second language, multilingualism and impact of culture.
- To acquire knowledge about the communication process and verbal and non verbal communication skills.
- To familiarize the students with barriers to (listening, speaking, Reading, writing) LSRW skills and activities for developing these skills

Unit – 1

1. Understanding the language background of students –
 - Language meaning concepts and process of development
 - Functions of language;
 - Theory of language development Chomsky, Bloom field.

Unit - 2

- Language diversity in classroom
- Bilingualism and Multi-lingualism – meaning, nature and characteristics;
- Understanding of multilingualism in the classroom;
- Home language and school language – their similarity and dissimilarity; ‘standard’ language vs. home ‘dialects’.

Unit - 3

- Different strategies of language development
- Classroom discourse – concept, nature; techniques for using oral language in the classroom;
- Tools for language learning – mode of discussion, questioning – meaning, nature of questioning in the classroom; types of questions and teacher role.

Unit – 4

- Reading in the context areas – social sciences; science; mathematics;
- Nature of expository texts vs. narrative texts;
- Transactional vs. reflexive texts;
Schema theory;

- Text structures; examining context area textbooks; reading strategies for children – note-making, summarizing, making reading-writing; writing to learn and understand.

Engagement with field/practicum

Any two of the following:

- Identify communication problem
- Developing listening, speaking and writing skill
- Assignment on paragraph writing essay etc
- Assignment on debate, discussion, write up, speech
- Any topic related to course/paper

Activities:

- ❖ Develop listening
- ❖ Speaking and writing skill
- ❖ Workshop
- ❖ Visit to language lab
- ❖ Assignment
- ❖ Report
- ❖ Classroom presentation

Mode of transaction: -Lecture, discussion, Exercises, Assignments

Suggested Reading:

- Dr. Malayendu Dinda – “Language Across The Curriculum” - Rita Publication
- Samnahunath Maji, Prof. (Dr) Borbol Saha – “Language Across The Curriculum” - Aaheli Publishers
- Dr. Dibbendu Bhattacharjee – “Language Across The Curriculum” – Rita Publication (Bengali Version)
- Srabani Sannal, Dr. Utpal Mukherjee – “Language Across The Curriculum” - Rita Publication (Bengali Version)
- Dr. Piku Chowdhury – “Language Across The Curriculum” - Rita Publication

Semester-1

C5: UNDERSTANDING DISCIPLINES AND SUBJECTS MARKS (Theory: 50 Practicum: 50)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand the difference between subject and discipline.
- To understand the emergence of various disciplines
- To develop among the teacher trainees an understanding of science as a discipline understanding of language as a discipline.
- To understand nature of mathematics as a discipline.
- To develop among the teacher trainees an understanding of social science as a discipline.

Unit – 1

- Education as inter disciplinary field of study
- Nature, characteristics of discipline
- The paradigm shifts in the nature of disciplines

Unit – 2

- Language as a subject and discipline
- Nature, history, method, understanding and place in the curriculum

Unit – 3

- Mathematic as a subject and discipline
- Nature, history, method, understanding and place in the curriculum

Unit - 4

- Science as a subject and discipline
- Nature, history, method, understanding and place in the curriculum

Unit - 5

- Social science as a subject and discipline
- Nature, history, method, understanding and place in the curriculum

Engagement with field/practicum

Any two of the following:

- Core curriculum, hidden curriculum, text book review
- Social and political context in changing trends of various disciplinary areas
- Framing and design of syllabus and curriculum;
- Influence of child's experience, his/her communities, natural curiosities and methods of study of the subjects.
- Use of the practical knowledge in various school subjects
- Any Topic related to course/paper

Activities:

- ❖ Assignment
- ❖ Report
- ❖ Classroom presentation

Mode of transaction: -Group Discussion, Lecture-cum-discussion, Assignments

Suggested Reading:

- Dr. Pranab Kumar Chakraborty –“Understanding Discipline and subjects”- Rita Book Agency (Bengali version)
- Dr. Khagendranath Chattopadhyay and Dr. Papia Upadhyay- “Understanding Discipline and subject”- Aaheli Publishers
- Dr. Indranil Ghoshal –“Understanding Discipline and Subject”- Ruma Publication (Bengali Version)
- Prof. (Dr) Dulal Mukhopadhyay and Dr. Udayshankar Kabiraj –“Understanding Discipline and Subject”- Aaheli Publishers (Bengali Version)
- Dr. Khagendranath Chattopadhyay, Dr. Chandan Adhikari - “Understanding Discipline and subject”-Desh Publication (Bengali Version)

Semester-1

EPC: 1 READING AND REFLECTING ON TEXTS MARKS (Theory:25 Practicum: 25)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand the meaning, process, importance and characteristics of reading.
- To understand and apply different levels, types, techniques and methods of reading.
- To acquaint with the skills of reading different types of texts.
- To develop different types of reading skills through various activities
- To learn the skills of reading comprehension and to enhance vocabulary
- To acquaint with the problems of reading across curriculum

Unit – 1

- Introduction to reading
- Meaning, process and importance

Unit – 2

- Reading skills
- Levels of reading
- Types of reading (oral, silent)
- Methodology of reading

Unit – 3

- Developing reading skills
- Critical skill
- Reflective skill
- Activity based skill

Unit - 4

- Reading comprehension
- Developing comprehension
- Developing vocabulary
- Problems related to reading

Engagement with field/practicum

Any one of the following:

- Field notes
- Ethnographies.
- Reference material/manual.
- Studies about schools.
- People's experiences related to school, teaching-learning etc.
- Designing vocabulary games
- Reading exercise
- Any topic related to the course/paper

Activities:-

- ❖ Assignment
- ❖ Report
- ❖ Classroom presentation

Mode of transaction: Lecture, Discussion

Suggested Reading:

- Dr. Malayendu Dinda, "Reading and Reflecting on Texts"- Rita Publication
- Sambhunath Maji, Prof. (Dr) Birbal Saha – "Reading and Reflecting on Texts"- Aaheli Publishers
- Dr. Subimal Mishra – "Reading and Reflecting on Texts"- Rita Book agency (Bengali version)
- Dr. Sandeep Soni – "Reading and Reflecting on Text"- Thakur Publication
- Dr. Naba Kumar Saha, Angsuman Seth – "Reading and Reflecting on Texts"- Desh Publication

Semester-2

C3: LEARNING and TEACHING MARKS (Theory: 100 Practicum: 25)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand the meaning, nature and characteristics of learning and teaching.
- To analyze the different theories of learning and their contribution in the field of education.
- To understand different issues related to learning.
- To critically examine the nature of learning both inside the school and outside the school.
- To acquire knowledge about different approaches of teaching.
- To analyze the nature of teaching in diverse classroom.
- To critically analyze teaching as a profession.

Unit – 1

- Learning - meaning, nature and characteristics; learning as both a process and a product.
- Theories of Learning – Connectionism (Thorndike, Pavlov and Skinner); Insight (Kohler); Cognitive (Piaget); Constructivism (Vygotsky); contributions of theories to learning and education.

Unit – 2

- Issues related to learning – curiosity, interest, active engagement and inquiry; work perspectives of issues and their impact on learning.
- Understanding the learners - Learner and learning; factor influencing both learner and learning; Role of motivation, maturation, environment and attention in learner's performance.

Unit – 3

- Learning inside the school – nature of learning inside the classroom practices; barriers faced by learners in the school; possible measures to overcome such challenges.
- Learning outside the school – nature and types of learning outside the school; role of the teacher in developing such type of learning.

Unit – 4

- Teaching - meaning, nature, characteristics, principles; teaching is a science as well as art;
- Approaches of teaching – concept, types; teaching as a planned activity;

Unit – 5

- Analyzing teaching in diverse classroom – general discussion about teaching in diverse classroom; relationship between learners and the teacher; development of values among learners; role of autonomy, self-esteem and freedom.
- Teaching as a profession – meaning and characteristics of teaching as a profession; professional qualities of a teacher; teacher's accountability and professional ethics for teachers; need and opportunities for professional growth.

Engagement with field/practicum

Any one of the following:

- Simulated teaching practical
- Presentation of innovative teaching
- Assignment on transfer of learning
- Models of teaching
- Task of teaching
- Teaching skill and competence
- Any topic related to course/paper

Activities:-

- ❖ Classroom presentation
- ❖ Assignments

Mode of transaction: Lecture, Discussion, Project work, Assignment

Suggested Reading:

- Dr. Subir Nag, Dr. Shirji Nag, Pranay Pandey- “Learning and Teaching”- Rita Book Agency
- Dr. Mitali Panda, Dr. M. D. Jamaluddin – “Larning Na Teaching”- Aaheli Publisher
- Asim Kumar Mahanti, Debarabrata Sarkar- “B.Ed Scanner”- Aaheli Publishers (Bengali Version)
- Sebashish Paul – “Learning and Teaching”- Rita Book agency (Bengali Version)
- Dr. Bijon Sarkar – “Learning and Teaching”- AaheliPublishers (Bengali Version)
- Dr. Amol Kanti Sarkar- “Assesment for Learning”- Rita Book Agency (Bengali Version)
- Dr. Pradipta Ranjan Roy – “Learning and Teaching” – Rita book Agency (Bengali Version)
- Dr Kamol Kanti Sarkar – “All in All” – Rita Book agency(Bengali Version)

Semester-2

C7a: PEDAGOGY OF SCHOOL SUBJECTS (PART 1) MARKS (Theory: 50 Practicum: 50)

Social science subjects: History, Geography, Civics

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand the nature and structure of social science.
- To appreciate the importance of teaching Social Science at the secondary School level.
- To apply the methods, and approaches for organizing Social studies curriculum
- To develop skills to organize Social Science curriculum.
- To develop skills to teach and evaluate Social Science.

Unit – 1 Foundation of Social Science Teaching

- Significance, Meaning, Nature and Scope.
- Brief Historical background.
- Aims and objectives.
- Innovation in social science teaching.

Unit – 2 Strategies of Social Science Teaching

Different methods of teaching –

- Lecture method
- Interactive method
- Demonstration method
- Heuristic method
- Project method
- CAI method

Unit – 3 Learning Resource in Social Science Teaching

- Importance of learning resources
- Social Science textbook.
- Teaching aids in social science
- Social science Library
- Social science Laboratory
- Social science Teacher.

Unit – 4 Evaluation in Social Science Teaching

- Evaluation programme
- CCE (Continuous and Comprehensive Evaluation)
- Formative and Summative evaluation
- Diagnose and remediation
- Achievement test planning

Engagement with field/practicum

Any two of the following:

- Visit to historical places
- Organization of programme – Awareness, Exhibition, Demonstration Project

Activities:-

- ❖ Case study analysis
- ❖ Project Submission
- ❖ Assignments

Mode of transaction: - Lecture, Discussion, Demonstration, Presentation by students

Suggested Reading:-

- S. K. Kochhar- “Teaching of History”- Sterling Publishers
- J.C. Aggarwal – “Teaching of History (A Practical Approach)”- Bikas Publishing House Pvt. Ltd.
- Parthita Bisawas, Dr. Jayanta Mete – “Pedagogy of Social Science Teaching’ – Rita Book Agency
- Dr. Taroni Halder, Gautam Kumar Biswas – “ Pedagogy of Social Science Teaching (History)- Aaheli Publishers (Bengali Version)
- Dr. Biswanath Bandopadhyay – “Pedagogy of Modern Social Science Teaching (History)”- Desh Publication (Bengali Version)
- Prof. (Dr.) Dulal Mukhopadhyay – “Pedagogy of Social Science Teaching (Education)” – Aaheli Publishers (Bengali Version)
- Abhijit Ghosh –“Pedagogy of Social Science Teaching (Political Science)” - Aaheli Publishers(Bengali Version)
- Dr. Kumud Ranjan Mandal – “Pedagogy of Social Science Teaching (Geography)” – Desh Publication (Bengali Version)

- Dr. Arnab Kumar Datta – “Pedagogy of Social Science Teaching (Geography)” – Rita Book Agency(Bengali Version)
- Dr. Jayarti Dasgupta, Dr. Jayanta Mete – “ Pedagogy of Social Science Teaching (Geography) – Aaheli Publishers (Bengali Version)

Semester-2

C7a: PEDAGOGY OF SCHOOL SUBJECTS(PART 1)

Science subjects: Life Science, Physical Science

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand science as a discipline
- To understand the importance of teaching science in school.
- To aware the alternatives in organizing the system of science instruction.
- To communicate scientific ideas, arguments, and practical experiences accurately in a variety of ways
- To think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- To appreciate the benefits and limitations of science and its application in technological developments
- To develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions

Unit – 1 Foundation of Science Teaching

- Significance, Meaning, Nature and Scope.
- Brief Historical background.
- Aims and objectives.
- Innovation in science teaching.

Unit – 2 Strategies of Science Teaching

Different methods of teaching –

- Lecture method
- Interactive method
- Demonstration method
- Heuristic method
- Project method
- CAI method and problem solving method
- Laboratory method

Unit – 3 Learning Resources in Science Teaching

- Importance of learning resources
- Science textbook.
- Teaching aids in science
- Science Library
- Science Laboratory
- Science Teacher.

Unit – 4 Evaluations in Science Teaching

- Evaluation programme
- CCE (Continuous and Comprehensive Evaluation)
- Formative and Summative evaluation
- Diagnose and remediation
- Achievement test planning

Engagement with field/practicum

Any two of the following:

- Innovative method of teaching

- Communicating with scientific ideas.
- Assignment on different scientific method of teaching
- Using Scientific resources in the science lab
- Visit to Science city

Activities:-

- ❖ Project Submission
- ❖ Classroom presentation
- ❖ Assignments.

Mode of transaction: - Lecture, Discussion, Demonstration, Presentation by students

Suggested Reading:-

- V K. Maheshwari, Sudha Maheshwari - "Teaching of Biological Science"- R Lall Book Depot
- Dr. Subir Nag – "Teaching of Life Science" – Rita Publication
- Dr. UdayadittaBhattacharjee, Rumpa Mukherjee –"Teaching of Biological Science" – Rita Book Agency
- Dr. Amal Kumar Chatterjee, Dr. Pranab Krishna Chowdhury, Dr. Subir Nag –"Teaching of Biological Science"- Rita Book Agency
- Dr. Radha Mohan – "Teaching of Physical Science"- Neelkamal Publication Pvt. Ltd.
- Dr. Pratap Kumar Jhana –"Teaching of Physical Science"- Aaheli Publishers (Bengali Version)
- Prof. M.R. Natarajan –"Encyclopedia of Teaching Physical Science"– Neelkamal Publication Pvt. Ltd.

Semester-2

C7a: PEDAGOGY OF SCHOOL SUBJECTS(PART 1)

Language subjects: Bengali, English, Sanskrit

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To learn about the mechanism of using language.
- To explain major approaches of learning.
- To understand and appreciate the uses and significance of language in daily life.
- To appreciate and use different method/approaches of teaching language.
- To prepare curricular activities relevant to teaching language.

Unit – 1 Foundation of Language Teaching

- Significance, Meaning, Nature and Scope.
- Brief Historical background.
- Aims and objectives.
- Innovation in Language teaching.

Unit – 2 Strategies of Language Teaching

Different methods of teaching –

- Lecture method
- Interactive method
- Demonstration method
- Heuristic method
- Project method
- CAI method
- Story telling

Unit – 3 Learning Resource in Language Teaching

- Importance of learning resources
- Language textbook.
- Teaching aids in Language subjects
- Language Library
- Language Laboratory

- Language Teacher.

Unit – 4 Evaluations in Language Teaching

- Evaluation programme
- CCE (Continuous and Comprehensive Evaluation)
- Formative and Summative evaluation
- Diagnose and remediation
- Achievement test planning

Engagement with field/practicum

Any two of the following:

- Word formation
- Speech mechanism
- Phonetic transcription
- Preparation of materials/teaching aids
- Any topic related to course/paper

Activities:-

- ❖ Project Submission
- ❖ Classroom presentation
- ❖ Assignments
- ❖ Phonetic transcription
- ❖ Preparation of lesson plans
- ❖ Preparation of teaching materials

Mode of transaction: - Lecture, Discussion, Demonstration, Presentation by students

Suggested Reading:-

- Dr. Sujata Raha, Baishali Basu – “BhasaSikhanTatya”- Aaheli Publishers (Bengali Version)
- Dr. Sujata Raha, Baishali Basu – “BhasaSikhanerPadhatiandPrayog”- Aaheli Publishers (Bengali Version)
- Dr. Subimol Mishra, Suchismita Biswas–“Pedagogy of Language Teaching (Bengali)”–Rita Publication(Bengali Version)
- Sudhakar Sarda –“ Pedagogy of Language Teaching”-
- Dr. Amal Kumar Chakrabarty – “Pedagogy of Language Teaching” – Desh Publication
- Samir Kumar Mahato – “Pedagogy of Language Teaching”- Rita Publication
- Dr. Shashi Yadav, Nandita Sarkar – “Pedagogy of Language Teaching”- Thakur Publication
- Gita Das, Nibedita Choudhury -“Vasha SikhanerPadhati and Prayog”- Aaheli Publishers (Sanskrit Version)

Semester-2

C7a: PEDAGOGY OF SCHOOL SUBJECTS (PART 1)

Subject: Mathematics

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand nature of mathematics as a discipline.
- To learn various approaches and methods of teaching mathematics.
- To select and organize learning experiences according to content and level of students.
- To enable the students to have clear ideas about number concept.
- To give the individual an understanding of ideas and operations in number and quantity needed in daily life.
- To prepare curricular activities relevant to teaching mathematics.

Unit – 1 Foundation of Mathematics Teaching

- Significance, Meaning, Nature and Scope.
- Brief Historical background.
- Aims and objectives.
- Innovation in Mathematics teaching.

Unit – 2 Strategies of Mathematics Teaching

Different methods of teaching –

- Lecture method
- Interactive method
- Demonstration method
- Heuristic method
- Project method
- CAI method and problem solving method
- Analytic – synthetic method
- Inductive and deductive method

Unit – 3 Learning Resources in Mathematics Teaching

- Importance of learning resources
- Mathematics textbook.
- Teaching aids in Mathematics
- Mathematics Library
- Mathematics Laboratory
- Mathematics Teacher.

Unit – 4 Evaluations in Mathematics Teaching

- Evaluation programme
- CCE (Continuous and Comprehensive Evaluation)
- Formative and Summative evaluation
- Diagnose and remediation
- Achievement test planning

Engagement with field/practicum

Any two of the following:

- Innovative method of teaching science.
- Assignment on different methods of teaching mathematics.
- Using Mathematics resources in math lab.

Activities: -

- ❖ Project Submission
- ❖ Classroom presentation
- ❖ Assignments

Mode of transaction:- Lecture, lecture cum Discussion, project work, group work and its presentation

Suggested Reading:-

- Dr. Anice James – “Techniques of Teaching Mathematics”- Neelkamal Publication
- Kulbir Singh Sidhu – “The Teaching of Mathematics”- Sterling Publication
- Dr. A.K. Kulshreshtha- “Teaching of Mathematics”- Surya R Lall Book Depot.
- Chaman Lal Banga – Teaching of Mathematics”- Shipra Publication
- Pranay Pande – “Pedagogy of Mathematics Teaching”- Rita Publication
- Sailendra Kumar Ghosh – “GonitSikhan”- Shova Publication

Semester-2

C8a: KNOWLEDGE AND CURRICULUM MARKS (Theory: 50 Practicum:25)

Course objectives:

After the completion of the course the trainee-teacher will be able:-

- To learn about epistemological bases of knowledge
- To understand the various concepts and maxims of education.
- To understand the concepts and approaches of curriculum development
- To understand the bases and determinants of curriculum
- To acquaint with the curriculum reform in the Indian Context

Unit – 1

- Knowledge – meaning, nature; differences between knowledge and doing, thinking and feeling.
- Differences between: ‘knowledge and skill’; ‘teaching and training’; ‘knowledge and information’; ‘reason and belief’.

Unit – 2

- Western thinker of education – Plato, Dewey, Freire.
- Indian thinker of education – Vivekananda, Tagore, Gandhi.

Unit – 3

- Nature and processes of socialization –
 - a) At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values.
 - b) At community: neighborhood, extended family, religious group and their socialization functions.
 - c) At school: impact of entry to school; school as a social institution; value formation in the context of schooling.
- Understanding interface between home, community and school; inter-linkages within wider socio cultural contexts.

Unit - 4

- Curriculum - concept and type
- Principles of curriculum development
- Stage specific curriculum –Pre primary, Primary, Secondary, Higher Secondary
- Curriculum reforms in Indi- National Curriculum framework

Engagement with field/practicum

Any one of the following:

- Adopted village visit.
- Anganwadi centre visit.
- Community based activity.
- School community relation.

Activities:-

- ❖ Assignment
- ❖ Project

Mode of transaction: -Group discussion, Lecture-cum-discussion, assignments, school visit and sharing of experiences

Suggested Reading:-

- Dr. Kaushik Chakraborty, Rakheebrita Biswas – “Knowledge And Curriculum” – Aaheli Publishers
- Dr. Sujit Pal, Koyel Kundu, Sourovi Thakur (Edited by Prof.(Dr) MitaBaneerjee) – “Knowledge And Curriculum”- Aaheli Publishers
- Dr. Pradipta Ranjan Roy, Adity Roy – “Knowledge and Curriculum”- Rita Book Agency
- Dr. Jayanta Male – “Knowledge and Curriculum”- Rita Book Agency

Semester-2

C9: ASSESMENT FOR LEARNING MARKS (Theory: 100 Practicum: 50)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand the meaning of assessment and evaluation and its role in teaching- learning process.
- To understand the assessment of different affective learning.
- To know different techniques of evaluation, tools of evaluation and their uses.
- To know data analysis and interpretation of results in evaluation.
- To know about the feedback system of evaluation.

Unit – 1 Perspectives on assessment and evaluation

- Meaning of measurement, test, examination, assessment and evaluation and their interrelationship;

- Classification of assessment based on purpose (formative, summative, prognostic, diagnostic).
- Nature of interpretation (Norm referenced, criterion referenced)
- Mode of response (oral and written), Grading and comprehensive assessment, perspective of assessment on learning in constructivist paradigm.

Unit – 2 Areas of Assessment

- Dimensions of learning: cognitive, affective and psychomotor.
- Problem solving and applying it learning to diverse situation;
- Assessment of affective learning (aptitude, attitude, interest, intelligence, creativity).

Unit – 3 Appropriate tools for assessment

- Visualizing appropriate assessment tools for specific context, content and students.
- Kinds of tasks: (Projects, Assignment, ABL).
- Kinds of tests: (Teacher made and standardized test) and their construction with reference to blue print; Construction of a test – procedures followed.
- Criteria of a good evaluation tool. Observation and its application in learning situation.

Unit – 4 Data Analysis, Feedback Reporting

- Statistical Approaches
- Frequency distribution
- Graphical representation
- Central tendency
- Measures of variations,
- Normal distribution
- Correlation and their interpretation.

Unit – 5

- Feedback is an essential component of assessment. Reporting student's performance: (Progress Report, Cumulative Report Card, Anecdotal record). Role of re-enforcement in assessment;
- Present assessment structure followed in school of Tripura; maintenance of student's record prescribed by appropriate authority in schools of Tripura.

Engagement with field/practicum

Any one of the following:

- Framing measurable and non measurable learning outcomes
- Determining the objectivity given an answer key
- Content validity of a measurable question paper
- Rating Scale, interview schedule
- Blueprint
- Graphs and use of statistics
- Any topic related to the course/paper

Activities:-

- ❖ Making of blueprints
- ❖ Classroom presentation
- ❖ Assignment

Mode of transaction: - Lecture, Group discussion, Lecture-cum-discussion, assignments, school visit and sharing of experiences, Presentation by Students.

Suggested Reading:-

- Prof. (Dr) Kamol Krishna Dey, Dr. Khagendranath Chottopadhyaya, Dr. Subhaschandra Bhat – “AssesmentFor Learning”- Aaheli Publishers
- Dr. Debashish Paul, Dr. Debashish Dhar –“ Assessment For Learning”- Rita Publication
- Dr. Mitali Panda, Rakheebrita Biswas -“Assessment for Learning”-Aaheli Publishers
- Dr. S.K. Mangal, Shubhra Mangal – “Assessment for Learning”- PHI Publication

Semester-2

EPC: 2 DRAMA and ART IN EDUCATION MARKS (Theory:25 Practicum:25)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand the use of 'Drama' as a pedagogy
- To use 'Role play' technique in the teaching learning process
- To understand the importance of dramatic way of presentation.
- To integrate singing method in teaching learning process.
- To understand various 'Dance forms' and their integration in educational practice.
- To use art of drawing and painting in teaching learning process.
- To develop creativity through different creative art forms.
- To understand the efficacy of different art forms in education.

Unit – 1

- Meaning and Concepts of Arts (Visual and Performing) and its significance at secondary level of school education; Distinguish between Visual and Performing Arts.
- Difference between Education in Arts and Arts in education.

Unit – 2

- Identification of different performing Arts forms (dance, music, musical instruments, theatre, drama, puppetry etc) and Visual arts. Primary discussion and acquaintance with types.

Unit – 3

- Indian festivals and their artistic significance with special reference to Tripura (with illustration).

❖ Engagement with field/practicum

Any one of the following:

- Experimentation with different materials of Visual art such as pastel, poster, pen and ink, rangoli materials, clay etc.
- Exploration and experimentation with different methods of Visual arts like painting, collage, clay modeling, paper cutting and folding etc.
- Listening/Viewing and exploring Regional Art forms of music, dance and drama. Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach. Planning a stage – setting for a performance/ presentation by the student-teacher.
- Project work and workshop. Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts forms.

Activities: -

- ❖ TLM workshop
- ❖ Rangoli Competition
- ❖ Drama, Dance
- ❖ Music

Mode of transaction: - Lecture, Lecture-cum-discussion, Assignments, Project work, workshop, Presentation by Students

Suggested Reading:-

- Dr. Partha Chattopadhyay, Baruna Sengupta – “Drama and Arts in Education”- Aaheli Publishers
- R.C.Mehta-“Indian Classical Music and Tradition”-Readworthy Publishers
- Narendra Kaur-“Indian Music: A Glance At its Various Perspectives”-Kanishka Publishers,Distributors.
- Ed-Tripti Wathwe,-“New Dimension of Indian Music”- Kanishka Publishers,Distributors.
- Rabindra Bharali-“The Forgotten Forms Of Hindustani Music”- Kanishka Publishers,Distributors.

Semester-3

(C7b) PEDAGOGY OF SCHOOL SUBJECTS PART – 2 MARKS (Theory: 50Practicum: 100) **SOCIAL SCIENCE SUBJECTS: (HISTORY, GEOGRAPHY, CIVICS)**

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To develop a systematic and critical understanding of History in a democratic and secular country with a diverse socio-cultural milieu and relevance in the contemporary context of a globalized world.
- To promote critical perspectives on the nature and philosophy of History and methods of enquiry.
- To comprehend, analyze, evaluate and integrate source material critically as historical evidence.
- To understand the need for teaching-learning of political science in secondary classes.
- To develop a critical understanding about the nature and philosophy of political science and its interface with society.
- To understand the nature of political science curriculum and its pedagogical issues.
- To understand the concept, need and importance, aims and objectives of teaching Geography at Secondary level.
- To acquire ability in constructivist approach to teaching Geography.

UNIT – 1: Pedagogical Analysis

- Concepts and method of Pedagogical Analysis
- Pedagogical knowledge of the content from various classes VI to XII
- Selection of unit and breaking of sub units
- Instructional objectives in behavioral terms
- Teaching – Learning Strategies
- Use of teaching aids
- Blue print for criterion reference test items

UNIT – 2: Teaching skills: (As per concerned subject)

- Micro teaching and Micro lesson
- Simulated Teaching
- Integrated Teaching/Teaching in class room situation

UNIT – 2: Learning Design:

- Concept, importance and types
- Steps of design
- Qualities of good learning design

Unit – 4: Activities in Social Science:

- Fair and Exhibition
- Field trips/excursion
- Debate
- Wall and annual magazine
- Subject club

Unit – 5: Assessment of social science learning:

- Concept of assessment and evaluation
- Achievement test
- Text book review

Engagement with field/practicum

Any one of the following:

- Preparation of achievement test
- Blue print
- Case study
- Project
- Any topic related to course/paper Community based activities (at the end of semester)

Activities:-

- ❖ Preparation of lesson plans,
- ❖ Demonstrating lesson plans
- ❖ Classroom presentation
- ❖ Preparation of teaching materials
- ❖ Assignment
- ❖ School Internship Programme.

Mode of transaction: - Lecture, Lecture-cum-discussion, Assignments, Project work, workshop, Presentation by Students.

Suggested Reading:-

- S. K. Kochhar- "Teaching of History"- Sterling Publishers
- J.C. Aggarwal – "Teaching of History (A Practical Approach)"- Bikas Publishing House Pvt. Ltd.
- Parthita Biswas, Dr. Jayanta Mete – "Pedagogy of Social Science Teaching" – Rita Book Agency
- Dr. Tarini Halder, – "Pedagogy of Social Science Teaching (History)- Aaheli Publishers (Bengali Version)
- Gautam Kumar Biswas – "Pedagogy of Social Science Teaching (History)- Aaheli Publishers (Bengali Version)
- Prof. (Dr.) Dulal Mukhopadhyay, Uday Shankar Kaviraj – "Pedagogy of Social Science Teaching (Education)" – Aaheli Publishers (Bengali Version)
- Gautam Patra – "Pedagogy of Social Science Teaching (History)" – Rita Book Agency (Bengali Version)

Semester-3**C7b) PEDAGOGY OF SCHOOL SUBJECTS PART – 2****SCIENCE SUBJECTS: (LIFE SCIENCE, PHYSICAL SCIENCE)****Course objectives:****After the completion of the course the trainee- teacher will be able:-**

- To improve knowledge of the facts, principles, concepts and laws of science
- To understand the necessary skills to organize, evaluate and improve the system of science education
- To develop insights, competencies and skills among the pupil teachers to effectively transact the Physical science curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.
- To develop the insight, competencies and skills among the pupil teachers to effectively transact the Life Science curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

UNIT – 1: Pedagogical Analysis

- Concepts and method of Pedagogical Analysis
- Pedagogical knowledge of the content from various classes VI to XII
- Selection of unit and breaking of sub units
- Instructional objectives in behavioral terms
- Teaching – Learning Strategies
- Use of teaching aids
- Blue print for criterion reference test items

UNIT – 2: Teaching skills: (As per concerned subject)

- Micro teaching and Micro lesson
- Simulated Teaching
- Integrated Teaching/Teaching in class room situation

UNIT – 3: Learning Design:

- Concept, importance and types
- Steps of design
- Qualities of good learning design

Unit – 4: Activities in Science:

- Fair and Exhibition
- Field trips/excursion
- Debate
- Wall and annual magazine
- Subject club

Unit – 5: Assessment of science learning:

- Concept of assessment and evaluation
- Achievement test
- Text book review

Engagement with field/practicum

Any one of the following:

- Preparation of achievement test
- Blue print
- Case study
- Project
- Any topic related to course/paper
- Community based activities (at the end of semester)

Activities: -

- ❖ Preparation of lesson plans
- ❖ Demonstrating lesson plans
- ❖ Classroom presentation
- ❖ Preparation of teaching materials
- ❖ Assignment
- ❖ School Internship Programme
- ❖ Preparing achievement test

Mode of transaction: - Lecture, Lecture-cum-discussion, assignments, Project work, workshop, Presentation by Students

Suggested Reading:-

- V K. Maheshwari, Sudha Maheshwari - "Teaching of Biological Science"- R Lall Book Depot
- Dr. Subir Nag – "Teaching of Life Science" – Rita Publication
- Dr. UdayadittaBhattacharjee, Rumpa Mukherjee – "Teaching of Biological Science" – Rita Book Agency
- Dr. Amal Kumar Chatterjee, Dr. Pranab Krishna Chowdhury, Dr. Subir Nag – "Teaching of Biological Science"- Rita Book Agency
- Dr. Radha Mohan – "Teaching of Physical Science"- Neelkamal Publication Pvt. Ltd.
- Dr. Pratap Kumar Jhana – "Teaching of Physical Science"- Aaheli Publishers (Bengali Version)
- Prof. M.R. Natarajan – "Encyclopedia of Teaching Physical Science"– Neelkamal Publication Pvt. Ltd.

Semester-3

(C7b) PEDAGOGY OF SCHOOL SUBJECTS PART – 2

LANGUAGE SUBJECTS: (BENGALI, ENGLISH, SANSKRIT)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand techniques of language teaching
- To design teaching learning material
- To apply the various methods of teaching in classroom situation
- To aim at developing the insight, competencies and skills among the pupil teachers to effectively transact the English curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

- To use ICT in developing instructional material

UNIT – 1: Pedagogical Analysis

- Concepts and method of Pedagogical Analysis
- Pedagogical knowledge of the content from various classes VI to XII
- Selection of unit and breaking of sub units
- Instructional objectives in behavioral terms
- Teaching – Learning Strategies
- Use of teaching aids
- Blue print for criterion reference test items

UNIT – 2: Teaching skills: (As per concerned subject)

- Micro teaching and Micro lesson
- Simulated Teaching Integrated Teaching/Teaching in class room situation

UNIT –3: Learning Design:

- Concept, importance and types
- Steps of design
- Qualities of good learning design

Unit – 4: Activities in Language:

- Fair and Exhibition
- Field trips/excursion
- Debate
- Wall and annual magazine
- Subject club

Unit – 5: Assessment of language learning:

- Concept of assessment and evaluation
- Achievement test
- Text book review
- Engagement with field/practicum Any one of the following: Preparation of achievement test
- Blue print
- Case study
- Project
- Any topic related to course/paper
- Community based activities (at the end of semester)

Activities:-

- ❖ Preparation of lesson plans
- ❖ Demonstrating lesson plans
- ❖ Classroom presentation, preparation of teaching materials
- ❖ Assignment, school Internship Programme
- ❖ Preparing achievement test.

Mode of transaction: - Lecture, Lecture-cum-discussion, Assignments, Project work, Workshop, Presentation by Students

Suggested Reading:-

- Dr. Subimol Mishra, Suchismita Meddya (Biswas) – “Pedagogy of Language Teaching”- Rita Book agency (Bengali Version)
- Sudhakar Sarda – “Pedagogy of Language Teaching”-
- Dr. Amal Kumar Chakrabarty – “Pedagogy of Language Teaching” – Desh Publication
- Samir Kumar Mahato – “Pedagogy of Language Teaching”- Rita Publication
- Dr. Shashi Yadav, Nandita Sarkar – “Pedagogy of Language Teaching”- Thakur Publication

Semester-3

C7b) PEDAGOGY OF SCHOOL SUBJECTS PART – 2 MARKS

SUBJECT: MATHEMATICS

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To engage student-teacher with each of the content areas stated below by examining important concepts. The focus shall be on critically examining existing teaching practices, textbooks and curriculum in relation to different concepts.
- To develop skill for better comprehension on the topics.
- To develop skill for teaching Mathematics.

UNIT – 1: Pedagogical Analysis

- Concepts and method of Pedagogical Analysis
- Pedagogical knowledge of the content from various classes VI to XII
- Selection of unit and breaking of sub units
- Instructional objectives in behavioral terms
- Teaching – Learning Strategies
- Use of teaching aids
- Blue print for criterion reference test items

UNIT – 2: Teaching skills: (As per concerned subject)

- Micro teaching and Micro lesson
- Simulated Teaching
- Integrated Teaching/Teaching in class room situation

UNIT – 3: Learning Design:

- Concept, importance and types
- Steps of design
- Qualities of good learning design

Unit – 4: Activities in mathematics:

- Fair and Exhibition
- Field trips/excursion
- Debate
- Wall and annual magazine
- Subject club

Unit – 5: Assessment of mathematics learning:

- Concept of assessment and evaluation
- Achievement test
- Text book review

Engagement with field/practicum

Any one of the following:

- Preparation of achievement test
- Blue print
- Case study
- Project
- Any topic related to course/paper
- Community based activities (at the end of semester)

Activities:-

- ❖ Preparation of lesson plans
- ❖ Demonstrating lesson plans
- ❖ Classroom presentation
- ❖ Preparation of teaching materials
- ❖ Assignment
- ❖ School Internship Programme
- ❖ Preparing achievement test
- ❖ Preparing Blue print

Mode of transaction: - Lecture, Lecture-cum-discussion, Assignments, Project work, workshop, Presentation by Students

Suggested Reading:-

- Dr. Anice James – “Techniques of Teaching Mathematics”- Neelkamal Publication
- Kulbir Singh Sidhu – “The Teaching of Mathematics”- Sterling Publication
- Dr. A.K. Kulshreshtha- “Teaching of Mathematics”- Surya R Lall Book Depot.
- Chaman Lal Banga – Teaching of Mathematics”- Shipra Publication
- Pranay Pande – “Pedagogy of Mathematics Teaching”- Rita Publication
- Sailendra Kumar Ghosh – “GonitSikhan”- Shova Publication
- Pranay Pandey – “Pedagogy of Mathematics Teaching”- Rita Book Agency

Semester-3**School Internship (16 weeks) – 350 Marks (Internal 60% and External 40%)**

Activities: To be organized by the institution in different schools as per norms

Course objectives:

After the completion of the course the trainee- teacher will be able :-

- To develop teaching skills for effective curriculum transaction.
- To develop competencies for classroom management.
- To get practice in preparing various kinds of teaching aids.

Semester-4**C6: GENDER, SCHOOL and SOCIETY MARKS (Theory: 50 Practicum:25)****Course objectives:**

After the completion of the course the trainee- teacher will be able :-

- To describe the concept of gender and masculinity.
- To identify various instances of gender inequality in structure and functioning of school management.
- To explain various gender issues in health care system.
- To analyze the role of teacher as an agent of social change.
- To investigate the positive and negative roles played by media in gender related issues.
- To design innovative learning activities for replacing various instances of gender inequality in curriculum and textbooks.
- To know recommendations policy, initiate practices in family, school and other organizations. Know about schooling of girls.
- To know about gender, culture and institution.

Unit - 1

- Gender, sex, sexuality.
- Gender bias, gender stereotyping and empowerment.
- Equity and Equality in relation with caste, class, religion, ethnicity, disability and region.

Unit - 2

- Historical backdrop: Some landmarks from social reform movements of the nineteenth centuries with focus on women's experiences of education.
- Contemporary period: Recommendations of policy initiatives, Commissions and Committees, schemes, programmes and plans.

Unit - 3

Gender Identities and Socialization Practices in:

- Family.
- Schools.
- Other formal and informal organization.
- Schooling of Girls
- Inequalities and resistances (issues of access, retention and exclusion).

Unit - 4

- Gender, culture and institution: Curriculum and gender question, gender and the hidden curriculum
- Teacher as an agent of change
- Life skills and sexuality.

Unit - 5

- Development of sexuality, including primary influences in the life's of children (such as gender, body, image, role models).
- Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institution.
- Institutions redressing sexual harassment and abuse

Engagement with field/practicum

Any one of the following:

- Visit school and study the sexual abuse
- Gender biasness
- Awareness program for female education
- Women education
- Any topic related to course/paper

Activities:-

- ❖ Assignment
- ❖ Project
- ❖ Women's day celebration
- ❖ Debate, extempore
- ❖ Different awareness programme

Mode of transaction: -Group discussion, Lecture-cum-discussion, Assignments, Project work, workshop, Presentation by Students

Suggested Reading:-

- Sadeep Kumar – “Gender, School and Society” – S. Chand Publication
- Dr. Sumedha S. Thakur, Dr. Rupali Suresh Patil-“Gender, School and Society”- Thakur Publication
- Dr. Jayanta Mete, Prathita Biswas, Pranay Pandey –“Gender, School and Society”- Rita Publication
- Dr. Shalu Goyal – “Gender, School and Society”- Bookman
- Nowhad Hussain – “Gender, School and Society” – Sipra Publication
- Pranab Kumar Chakrabarty –“Gender and Society”- Rita Publication (Bengali Version)
- Pranab Kumar Chakrabarty –“Gender, School and Society”- Rita Publication (Bengali Version)
- Dr. Ujjal Panda – “Gender, School and Society”- Rita Publication (Bengali Version)
- Plash Das, Sourovi Thakur – “Gender, School and Society”- Aaheli Publishers
- Prof. (Dr) Dulal Mukhopadhyay, Dr. Uday Shankar Kobiraj, Dr. Tarini Halder -“Gender, School and Society”- Aaheli Publishers (Bengali Version)

Semester-4

C8b: KNOWLEDGE AND CURRICULUM Part - 2 MARKS (Theory: 50 Practicum:25)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To develop the understanding between disciplinary and pedagogical knowledge.
- To understand about the determinants of curriculum.
- To learn the relationship between curriculum teaching and learning.
- To acquaint with the changing paradigms of education.
- To understand models and process of curriculum development.

- To understand the strategies of curriculum implementation.
- To understand the ways of curriculum evaluation
- To examine issues in curriculum development

Unit – 1

- Concept of democracy in school practices; interrelation between nationalism, internationalism and secularism and their implication in education.

Unit – 2

- Curriculum – meaning, nature, types; dimensions of curriculum and their relationship; aims of education and curriculum.

Unit – 3

- Preparation of curriculum and its need; role of the state in the curriculum; curriculum and syllabus;
- Methodology of curriculum transaction

Unit – 4

- Reflections in the curriculum; rituals of school, school celebrations, national day celebration, discipline and time-table;
- Role of hidden curriculum and student's resilience.

Engagement with field/practicum

Any one of the following:

- Democracy in education
- Text book analysis
- Curriculum development process
- Visit to Diet and school
- Any topic related to course/paper

Activities:-

- ❖ Text book analysis.
- ❖ Assignment.
- ❖ Report.
- ❖ Presentation.

Mode of transaction: - Lecture, Lecture-cum-discussion, Assignments, Project work, workshop, Presentation by Students

Suggested Reading:-

- Dr. Sujit Pal, Koyel Kundu, Sourovi Thakur – “ Knowledge And Curriculum” – Aaheli Publishers
- Dr. Jayanta Mete, Parthita Biswas, Pralay Pandey – “ Knowledge and Curriculum” – Rita book Agency
- Dr. Kaushik Chakraborty, Rekheebrita Biswas – “ Knowledge and Curriculum” – Aaheli Publishers
- Dr. Taroni Halder – “Knowledge and Curriculum” – Aaheli Publishers (Bengali Version)
- Dr. Debashish Paul – “ Knowledge and Curriculum” – Rita book Agency (Bengali Version)
- Dr. Mihir Kumar Chatterjee, Dr. Kavita Chakraborty – “Knowledge and Curriculum (Theory and application)” – Rita Book agency (Bengali Version)
- Dr. amal Kanti Sarkar – Knowledge and Curriculum”- Rita Book Agency (Bengali Version)

Semester-4

C10: CREATING AN INCLUSIVE SCHOOL MARKS (Theory: 50 Practicum:25)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand the global and national commitments towards the education of children with diverse needs.

- To analyze special education, integrated education, mainstream and inclusive education practices.
- To sensitize to and be able to appreciate the special needs of individuals with disability
- To familiarize with the concept of Special Education with special reference to Indian Context
- To understand the nature and needs of different categories of disabled children
- To understand the National policy, programme and acts with respect to the differently able and analyze it critically
- To understand the concept of main streaming, Special Education and Inclusion
- To examine the status of inclusive Education in India critically
- To analyze the role of parents, teachers (Special School and Regular / General School), community, Peers, Principals, etc.
- To comprehend and apply the special techniques of teaching the disabled and evaluating.

Unit – 1

- Inclusive Education: Meaning, characteristic, changing concepts of ‘ability’ and ‘disability’; conducive learning environment for inclusive set-up in schools;

Unit - 2

- Provisions made under PWD Act, RTE Act; for children with special needs; social inclusion of CWSN and Indian Society; Policy guidelines on Inclusion in Education (UNESCO 2009).

Unit – 3

- Preliminary discussions about types of disability:
- Blind, Deaf and Dumb, Multiple disabled, learning disabled and Slow Learners, Mentally Retarded and Orthopedically disabled;

Unit – 4

- Role of the teacher, parents, school and community; creating an inclusive set-up in school: barrier free environment; mainstreaming CWSN in neighborhood schools and RTE Act; judging changing needs of CWSN learners.
- Teacher preparation for inclusive school

Engagement with field/practicum

Any one of the following:

- Children with special needs
- Report on inclusive school
- Role of teacher with inclusive student
- Role of counselor
- Special school
- Student with disability
- Any topic related to course/paper

Activities:-

- ❖ Identifying Students with special needs and making reports on them.
- ❖ Field Visit.

Mode of transaction: - Lecture, Lecture-cum-discussion, Assignments, Project work, workshop, Presentation by Students.

Suggested Reading:-

- Dr. Piku Chowdhury – “Creating Inclusive Schools”- Rita Book Agency
- Dr. M.D. Jamalluddin - “Creating Inclusive Schools”- Aaheli Publishers
- Dr. Pranav Kumar Chakraborty, Dr. Debashree Banerjee – “Creating Inclusive Schools”- Rita Book Agency (Bengali Version)
- Dr. Urmi Chakraborty - “Creating Inclusive Schools”- Aaheli Publishers (Bengali Version)
- Dr. Arun Chakraborty - “Creating Inclusive Schools”- Aaheli Publishers (Bengali Version)
- Dr. Pradipta Ranjan Roy, Adity Roy -“Creating Inclusive Schools”- Rita Book agency (Bengali Version)
- S.K. Mongal–“Creating an Inclusive School”- PHI Publication

Semester-4

C11: GUIDANCE and COUNSELLING IN EDUCATION MARKS (Theory: 50 Practicum: 25) (Optional Course I)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To help each individual gain insight needed for understanding himself.
- To understand and adjust to the society and wisely choosing among educational and vocational opportunities.
- To understand the functions, characteristics and principles of guidance.
- To develop understanding about the role and professional ethics of the counselor.
- To provide highly motivated, conscientious and efficient education managers for all levels of the education system. Encourage further the spirit of enquiry and creativity in students.

Unit – 1

- Educational and Vocational Guidance – meaning, definitions, Needs and scope.
- Objectives of guidance; needs for guidance at various levels of education.
- Types of guidance – Career, personal, individual and group guidance; group guidance techniques – class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.
- Modes or types of guidance services- orientation, information, placement, follow up and research and evaluation.

Unit – 2

- Counselling – meaning, nature, scope and objectives; relationship between guidance and counseling; skills and qualities of an effective counsellor.
- Counselling techniques – person oriented and group oriented; cognitive and behavioral interventions and systematic intervention strategies.
- Areas of Counselling – family, parent, adolescent, counselling of girls, counseling of backward community children; counseling of children with special needs.

Engagement with field/practicum

Any one of the following:

- Maladjusted behavior
- Case study
- Any Topic related to course/paper

Activities:-

- ❖ Visit to juvenile home

Mode of transaction: - Lecture, Lecture-cum-discussion, Assignments, Project work, workshop, Presentation by Students

Suggested Reading:-

- Dr. Mahua Bandhu, Rakesh Mukherjee- “Guidance And Counselling”- Aaheli Publishers (Bengali Version)
- Rakheebrita Biswas, Aabriti Sharma – “Guidance and Counselling”- Aaheli Publishers
- Dr. Debashis Paul, Paramita Naneerjee- “Guidance and Counselling”- Rita Book Agency (Bengali Version)
- Shushil Roy – “Guidance and Counselling”- Soma Book Agency (Bengali Version)
- R. A. Sharma – “Guidance and Counselling in India”- Atlantic Publishers and distributor
- S.K. Kocher – “Guidance and Counselling in Colleges and Universities”- Sterling Pvt. Ltd.
- Dr. Subir Nag - “Guidance and Counselling”- Rita Book Agency

Semester-4

C11: EDUCATIONAL ADMINISTRATION AND MANAGEMENT MARKS (Theory: 50 Practicum: 25) (Optional Course II)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To help each individual gain insight needed for understanding himself.
- To understand and adjusting to society and wisely choosing among educational and vocational opportunities.
- To provide highly motivated, conscientious and efficient education managers for all levels of the education system. Encourage further the spirit of enquiry and creativity in students.
- To understand the functions, characteristics, principles of guidance.

Unit – 1

- Educational Administration – meaning, principles, objectives and scope; Functions of educational administration.
- Role and functions of Headmaster and teacher – qualities of a Headmaster as educational administrator.
- Supervision – meaning, nature, scope and types; Types of inspection; strategies to be taken for good inspection and supervision with reference to the schools of Tripura.

Unit – 2

- Educational Management – meaning, characteristics, need, scope and significance; Educational Administration vs. Educational Management; components or constituents of Educational Management.
- Institutional Management – meaning, components; need and organization of curricular and co-curricular activities; types and principles for organizing co-curricular activities.
- Educational Planning – meaning, need, types, strategies and steps; Educational Finance – concept and scope; sources of income; educational expenditure; educational resources.

❖ Engagement with field/practicum

Any one of the following:

Report or assignment on any topic related to syllabus

- School activities
- Role of a teacher
- Co- curricular activities
- Any Topic related to course/paper

Activities:-

- ❖ Learning school administration
- ❖ Role play

Mode of transaction: - Lecture, Lecture-cum-discussion, Assignments, Project work, workshop, Presentation by Students

Suggested Reading:-

- Saroj Chattopadhyay “Vidyalaya SongathanandSikhaPrasanga”- New Central Book Agency Pvt. Ltd
- SafayaandShaida – “Modern School Administration and organization”- Dhanpat Rai Publishing Com.
- B.N. Das –“School Organization and Administration management”- Neelkamal Publications Pvt. Ltd.
- Kulbir Singh Sidhu – “School Organization and Administration” – Sterline Publishers Pvt. Ltd.
- V. R. Taneja – “Educational Thoughts” – Sterline Publishers

Semester-4

EPC: 3 CRITICAL UNDERSTANDING OF ICT MARKS (Theory: 50 Practicum: 50)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand the social, economic, security and ethical issues associated with the use of ICT
- To identify the policy concerns for ICT
- To describe a computer system
- To operate the windows and/or Linux operating system

- To use word processing, Spread sheets and Presentation software
- To acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools
- To operate on Internet with safety
- To elucidate the application of ICT for Teaching Learning
- To develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups

Unit – 1

- Relevance of ICT in Education (Radio, Television, Computer) – Role of Information Technology in ‘Construction of Knowledge’; Possible uses of audio –visual media and computers.

Unit - 2

- Visualizing learning situations using audio-visual and other media – use of radio and audio medias;script writing, storytelling, songs etc. Use of TV, OHP, computer and video in education, use of newspaper in education.

Unit – 3

- Visualizing techniques, supported learning situations – affective browsing of Internet for discerning for selecting relevant information, materials downloading information, cross collating knowledge from varied sources.

Unit - 4

- Developing PPT, slide show for classroom use of available software of CDs with LCD projection for subject learning and interactions.

Unit - 5

- Using various modes web based instruction; using internet, multimedia and CD ROM; Attaining knowledge with hand-on experience on Ms-Word, Ms-Excel, Ms-Power point etc.

Engagement with field/practicum

Any two of the following:

- Operating system
- Software
- Hardware
- Project report
- Any Topic related to course/paper

Activities:-

- ❖ Computer Lab class
- ❖ Assignments
- ❖ Project work
- ❖ Workshop
- ❖ Presentation by Students.

Mode of transaction: - Lecture, Lecture-cum-discussion

Suggested Reading:-

- Dibesh Kumar Dey–“Critical Understanding of ICT”- Aaheli Publishers
- Dr. Savitri Mathur, Dr. C.P. Paliwal - “Critical Understanding of ICT” - Thakur Publication
- Dr. Seema Sharma – “Comprehensive and Critical Understanding of ICT”- Bookmandelhi Publisher
- Pranay Pandey- “Critical Understanding of ICT”- Rita Book Agency (Bengali Version)
- Dr. Biswajit Sen, Dibesh Kumar Dey -“Critical Understanding of ICT”-Aaheli Publishers (Bengali Version)
- Dr. Debashis Paul, Pranay Pandey- “Educationa Technology and Basic ICT”- Rita Publication

Semester-4

EPC: 4 UNDERSTANDING THE SELF MARKS (Theory: 50 Practicum: 50)

Course objectives:

After the completion of the course the trainee- teacher will be able:-

- To understand the meaning and importance of self-concept and self-esteem
- To be aware of different factors related to self-concepts and self-esteem
- To understand the concept and importance of yoga and well-being
- To learn the process of self appraisal as a teacher.
- To learn and practice effective communication skills.
- To sensitized about the interrelationships of yoga and well-being
- To know and develop their personality through various practices

Unit - 1

- Self concept meaning ,importance factors influencing self concept, development of self concept

Unit - 2

- Professional identity of a teacher
- Identity of the self from gender, relational, cultural viewpoints.

Unit - 3

- Self expression by exploring by exploring one's dreams, aspirations, needs, concerns, milestones, poetry and humor, creative moment aesthetic representation etc.

Unit - 4

- Yoga and Education – Its philosophy and role in well being, use of yoga in different contexts.

Engagement with field/practicum

Any two of the following:

- Theatre activities. Story making.
- Self disclosure through art, dance and theatre.
- Adventure.
- Nature study
- Collective art.
- Films.
- Small group tasks.
- Any topic related to course/paper

Activities:-

- ❖ Workshop on Art and Craft
- ❖ Theatre workshop
- ❖ Presentation by Students
- ❖ Assignments
- ❖ Project work.

Mode of transaction: - Lecture, Lecture-cum-discussion

Suggested Reading:-

- Palash Das, Sourovi Thakur – “Gender, School and Society”- Rita Publishers
- Dr. Jayanta Mete, Parthita Biswas, Pranay Pandey - “Gender, School and Society”- Rita Publishers
- Dr. Pranav Kumar Chakrabarty- “Gender, School and Society”- Rita Publishers
- Dr. Ujjal Pande - “Gender, School and Society”- Rita Publishers

